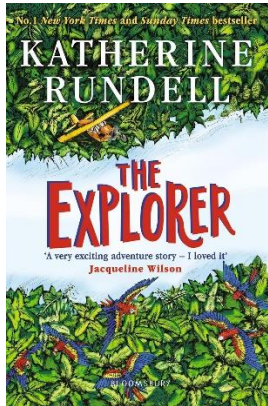
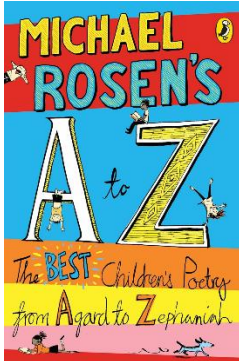
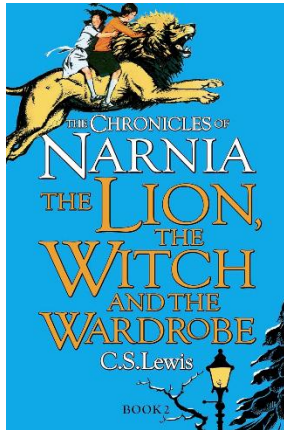
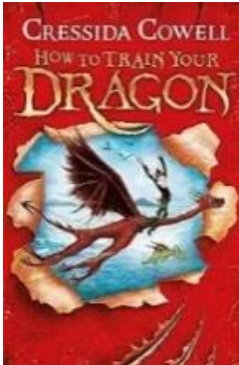
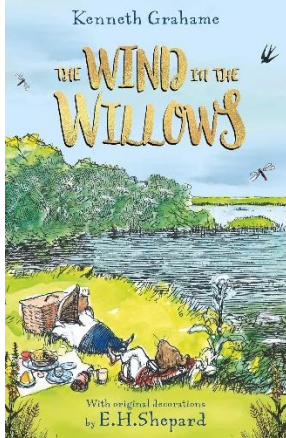




	Autumn Term Non- negotiables: <ul style="list-style-type: none">Use neat, legible joined handwriting.Use expanded noun phrases for description.Use correct verb inflections (was/were).Use commas after fronted adverbials.		Spring Term Non-negotiables from Term 1. All these aspects will be corrected by adults: <ul style="list-style-type: none">Use neat, legible joined handwriting.Use expanded noun phrases for description.Use inverted commas, and other punctuation, to punctuate direct speech.Use correct verb inflections (was/were).Use commas after fronted adverbials.Use pronouns.Use past perfect and present perfect correctly.		Summer Term Non-negotiables from Term 1 and 2. All these aspects will be corrected by adults: <ul style="list-style-type: none">Use neat, legible joined handwriting.Use expanded noun phrases for description.Use inverted commas, and other punctuation, to punctuate direct speech.Use correct verb inflections (was/were).Use commas after fronted adverbials.Use pronouns.Use past perfect and present perfect correctly.Use plural possessive apostrophes.Use figurative language.	
NC Terminology for pupils	Determiner, pronoun, possessive pronoun, adverbial					
Overview	<div>Autumn 1</div> <div></div> <div>Narrative Outcomes: Setting description</div> <div>Geri's Game - Literacy Shed</div> <div></div> <div>Narrative Outcomes: Character description</div>	<div>Autumn 2</div> <div></div> <div>Explanation Outcomes: Survival guide: How to live in the jungle</div> <div>Narrative Outcomes: Adventure story</div>	<div>Spring 1</div> <div></div> <div>Discussion Outcomes: Persuasive letter: Why you should look after the rainforest</div> <div></div> <div>Poetry Outcomes: Sound and performance poetry</div>	<div>Spring 2</div> <div></div> <div>Narrative Outcomes:<ol style="list-style-type: none">Setting descriptionPortal story</div>	<div>Summer 1</div> <div></div> <div>Information Outcomes: Non-chronological report (dragons)</div> <div>Narrative Outcomes: Narrative featuring dialogue between Hiccup and Toothless</div>	<div>Summer 2</div> <div></div> <div>Narrative Outcomes: Adventure/Suspense narrative focussing on character, setting and dialogue</div> <div>Recount Outcomes: Newspaper report</div>

CIT stages of writing								
	1. Engage with a stimulus	2. Examine real life and model texts of that genre	3. Learn the features of and language type of the genre	4. Practice the composite aspects of the text (such as intro, middle, conclusion)	5. Plan effectively	6. Complete an extended piece of writing drawing on modelling and real-life examples	7. Edit the writing based on previous learning and feedback	8. Publish a final piece
Week 1	<p>GPS Capital letters and full stops</p> <p>Transcription All children to write grammatically correct sentences with accurate punctuation.</p> <p>Composition Genre/purpose/audience/register Unpick model text (setting description). Explore vocabulary.</p>	<p>GPS Expanded noun phrase</p> <p>Transcription Children to use expanded noun phrases in correctly punctuated sentences.</p> <p>Composition Genre/purpose/audience/register Unpick model text (explanation text). Explore vocabulary. Identify organisational features.</p>	<p>GPS Pronouns</p> <p>Transcription Children to use pronouns in writing to avoid repetition.</p> <p>Composition Genre/purpose/audience/register Unpick model text (persuasive letter). Explore vocabulary. Identify organisational features.</p>	<p>GPS Apostrophes for singular possession</p> <p>Transcription Correctly use apostrophes for singular possession in grammatically correct sentences.</p> <p>Composition Genre/purpose/audience/register Unpick model text (setting description). Explore vocabulary.</p>	<p>GPS Apostrophes for possession</p> <p>Transcription Children to use apostrophes for possession in grammatically correct sentences.</p> <p>Composition Genre/purpose/audience/register Unpick model text (non-chronological report). Explore vocabulary. Identify organisational features.</p>	<p>GPS Speech punctuation</p> <p>Transcription Children to correctly punctuate all direct speech.</p> <p>Composition Genre/purpose/audience/register Unpick model text (adventure/suspense narrative). Explore vocabulary. Include all description. Include correctly punctuated direct speech, that advances the action.</p>		
Week 2	<p>GPS Was or were</p> <p>Transcription Children to use correct verb inflections for ‘to be’</p> <p>Composition Shared plan, shared draft and shared edit a setting description.</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing. Use headings/subheadings to organise writing.</p> <p>Composition Shared plan, shared draft and shared edit an explanation text.</p>	<p>GPS Fronted adverbials</p> <p>Transcription Children to ensure adverbial phrases are located at the start of their sentences.</p> <p>Composition Shared plan, shared draft and shared edit a persuasive letter. Focus on persuasive devices.</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Shared plan, shared draft and shared edit a setting description.</p>	<p>GPS Speech punctuation</p> <p>Transcription Children to correctly punctuate all direct speech.</p> <p>Composition Shared plan, shared draft and shared edit a non-chronological report. Focus on organisation and writer’s style (Think David Attenborough).</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Shared plan, shared draft and shared edit an adventure/suspense narrative. Ensure effective setting and character description. Include correctly punctuated direct speech, that advances the action.</p>		
Week 3	<p>GPS Did or done</p> <p>Transcription Children to use expanded noun phrases to describe.</p> <p>Composition Plan, draft and edit own setting description. Publish final draft.</p>	<p>GPS Expanded noun phrase</p> <p>Transcription Children to use expanded noun phrases in correctly punctuated sentences.</p> <p>Composition Plan, draft and edit own explanation text (survival guide), showing awareness of reader by giving direct advice. Publish final draft.</p>	<p>GPS Speech punctuation</p> <p>Transcription Children to correctly punctuate all direct speech.</p> <p>Composition Plan, draft and edit own persuasive letter, focussing on organisation and persuasive devices. Publish final draft.</p>	<p>GPS Apostrophes for plural possession</p> <p>Transcription Correctly use apostrophes for plural possession in grammatically correct sentences.</p> <p>Composition Plan, draft and edit own setting description. Publish final draft.</p>	<p>GPS Possessive or plural ‘s’</p> <p>Transcription Children to correctly use apostrophes when words end in ‘s’.</p> <p>Composition Plan, draft and edit own non-chronological report. Focus on organisation and writer’s style (Think David Attenborough). Publish final draft.</p>	<p>GPS Standard English</p> <p>Transcription Children to consistently write in Standard English.</p> <p>Composition Children to plan, draft and edit own adventure/suspense narratives including all Year 4 objectives.</p>		

Week 4	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Genre/purpose/audience/register Unpick model text (character description). Explore vocabulary.</p>	<p>GPS Speech punctuation</p> <p>Transcription Children to correctly punctuate all direct speech.</p> <p>Composition Genre/purpose/audience/register Unpick model text (adventure story). Explore vocabulary. Focus on descriptive features (expanded noun phrases and figurative language).</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Genre/purpose/audience/register Unpick model text (poems). Explore vocabulary. Explore rhythm, rhyme and imagery.</p>	<p>GPS Past perfect or present perfect?</p> <p>Transcription Children to write in past perfect and present perfect.</p> <p>Composition Genre/purpose/audience/register Unpick model text (portal story). Explore vocabulary. Focus on descriptive features (expanded noun phrases and figurative language) and advancing action using direct speech.</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Genre/purpose/audience/register Unpick model text (narrative with focus on dialogue). Explore vocabulary. Focus on correct punctuation of direct speech and advancing the action.</p>	<p>GPS A or an</p> <p>Transcription Children to use the correct article in all sentences.</p> <p>Composition Genre/purpose/audience/register Unpick model text (newspaper report). Explore vocabulary. Identify organisation features. Focus on journalistic writer's style.</p>
Week 5	<p>GPS Saw or seen</p> <p>Transcription Children to write in standard English.</p> <p>Composition Shared plan, shared draft and shared edit a character description.</p>	<p>GPS Fronted adverbials</p> <p>Transcription Children to add appropriate fronted adverbials to sentences.</p> <p>Composition Shared plan, shared draft and shared edit an adventure story. Focus on description. Include direct speech to advance action.</p>	<p>GPS Identify determiners</p> <p>Transcription Use determiners in grammatically correct sentences.</p> <p>Composition Shared plan, shared draft and shared edit sound and performance poetry. Perform poem as a class.</p>	<p>GPS Word class</p> <p>Transcription Children to include specified word class in grammatically correct sentence.</p> <p>Composition Shared plan, shared draft and shared edit a portal story. Focus on description and direct speech to advance action.</p>	<p>GPS Past perfect and present perfect</p> <p>Transcription Children to write sentences using past perfect and present perfect.</p> <p>Composition Shared plan, shared draft and shared edit a narrative focussing on correct punctuation of direct speech and using it to advance the action.</p>	<p>GPS Apostrophes for possession</p> <p>Transcription Children to use apostrophes for possession in their grammatically correct sentences.</p> <p>Composition Shared plan, shared draft and shared edit a newspaper report.</p>
Week 6	<p>GPS Fronted adverbials</p> <p>Transcription Children to use a comma after every fronted adverbial.</p> <p>Composition Plan, draft and edit own setting description. Publish final draft.</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Plan, draft and edit own adventure story focussing on description and advancing action using direct speech. Publish final draft.</p>	<p>GPS Possessive pronouns</p> <p>Transcription Ensure possessive pronouns match the subject.</p> <p>Composition Plan, draft and edit own poem focussing on rhythm, rhyme and imagery. Perform poems to class. Invite parents in to perform to.</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Plan, draft and edit own portal story focussing on description and advancing action using direct speech. Publish final draft.</p>	<p>GPS Word class</p> <p>Transcription Children to include specified word class in grammatically correct sentence.</p> <p>Composition Plan, draft and edit own narrative with dialogue, focussing on description and advancing action using direct speech. Publish final draft.</p>	<p>GPS Mixed skills (previous 3 weeks)</p> <p>Transcription Use all taught GPS skills in writing.</p> <p>Composition Plan, draft and edit own newspaper report, using a journalistic writer's style and appropriate organisational features. Publish final draft.</p>
Assessment	<p>GATEKEEPER ASSESSMENT Do children know how to:</p> <ul style="list-style-type: none"> - Use neat, legible joined handwriting. - Use expanded noun phrases for description. <p>If not, these pupils must have support identified to narrow these gaps.</p>	<p>GATEKEEPER ASSESSMENT Do children know how to:</p> <ul style="list-style-type: none"> - Use correct verb inflections (was/were). - Use commas after fronted adverbials. - Describe characters and settings. - Use inverted commas to punctuate direct speech. - Use direct speech to advance action. 	<p>GATEKEEPER ASSESSMENT Do children know how to:</p> <ul style="list-style-type: none"> - Use inverted commas, and other punctuation, to punctuate direct speech. - Use pronouns. <p>If not, these pupils must have support identified to narrow these gaps.</p>	<p>GATEKEEPER ASSESSMENT Do children know how to:</p> <ul style="list-style-type: none"> - Use past perfect and present perfect correctly. - Describe characters and settings. - Use direct speech to advance action. <p>If not, these pupils must have support identified to narrow these gaps.</p>	<p>GATEKEEPER ASSESSMENT Do children know how to:</p> <ul style="list-style-type: none"> - Use plural possessive apostrophes. - Describe characters and settings. - Use direct speech to advance action. <p>If not, these pupils must have support identified to narrow these gaps.</p>	<p>GATEKEEPER ASSESSMENT Do children know how to:</p> <ul style="list-style-type: none"> - Use figurative language to add description. - Describe characters and settings. - Use direct speech to advance action.

		If not, these pupils must have support identified to narrow these gaps.				
Spelling Week 1	Words with /aw/ spelt with augh and au caught naughty taught daughter autumn clause cause astronaut applaud author	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') expansion extension comprehension tension corrosion supervision fusion conclusion persuasion suspension	Homophones & near homophones accept except affect effect aloud allowed weather whether whose who's	Words with the /s/ sound spelt with 'sc' science crescent discipline fascinate scent scissors ascent descent scientist scenery	Adding the prefix inter- (meaning 'between' or 'among') interact interfere intercity international intermediate internet intergalactic interrupt intervene interlude	Adding the suffix -ous (No change to root word) dangerous poisonous mountainous joyous synonymous hazardous riotous perilous momentous scandalous
Spelling Week 2	Adding the prefix in- (meaning 'not' or 'into') inactive incorrect inaccurate insecure indefinite incomplete infinite inedible inability indecisive	Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') expression discussion confession permission admission transmission possession profession depression impression	Homophones & near homophones cereal serial check cheque through threw draft draught stares stairs	Words with a 'soft c' spelt with 'ce' centre century certain recent experience sentence notice celebrate ceremony certificate	Adding the prefix anti- (meaning 'against') antiseptic anticlockwise antisocial antidote antibiotic antivenom anti-ageing antifreeze antiperspirant antigravity	Adding the suffix -ous (No definitive root word) tremendous enormous jealous serious hideous fabulous curious anxious obvious gorgeous
Spelling Week 3	Adding the prefix im- (before a root word starting with 'm' or 'p') immature immeasurable impossible immortal imperfect impatient immovable impolite important improper	Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) invention injection action question mention attraction translation devotion position solution	Nouns ending in the suffix -ation information adoration sensation preparation education location exaggeration concentration imagination organisation	Words with a 'soft c' spelt with 'ci' circle decide medicine exercise special cinema decimal accident city citizen	Adding the prefix auto- (meaning 'self' or 'own') autograph autobiography automatic autofocus autocorrect autopilot autopsy automobile autonomy autocue	Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') various furious glorious victorious mysterious humorous glamorous vigorous odorous rigorous
Spelling Week 4	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') illegal illegible illogical illiterate illicit irregular irrelevant irresponsible	Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') musician politician electrician magician mathematician dietician statistician technician	Nouns ending in the suffix -ation creation radiation indication ventilation relegation dedication demonstration abbreviation translation vibration	Word families based on common words, showing how words are related in form and meaning phone phonics microphone telephone homophone real reality realistic	Adding the prefix ex- (meaning 'out') exit extend explode excursion exchange export exclaim expel external exterior	Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge') famous nervous ridiculous carnivorous herbivorous porous adventurous courageous outrageous

	irrational irresistible	clinician beautician		unreal realisation		advantageous
Spelling Week 5	Homophones & near homophones medal meddle missed mist scene seen board bored which witch	Words with 'ough' to make a long /o/, /oo/ or /or/ sound though although dough through breakthrough thought bought brought fought ought	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') submerge subheading submarine subordinate subway superman supervise supersede superpower superhuman	Word families based on common words, showing how words are related in form and meaning solve solution insoluble dissolve solvent sign signature assign design signal	Adding the prefix non- (meaning 'not') non-stick non-stop non-starter non-smoker nonsense non-fiction non-drip non-violent non-profit non-believer	Adverbials of frequency and possibility regularly occasionally frequently usually rarely perhaps maybe certainly possibly probably
Spelling Week 6	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') division invasion confusion decision collision television revision erosion inclusion explosion	Statutory Spellings Challenge Words interest experiment potatoes favourite imagine material promise opposite minute increase	Plural Possessive Apostrophes with plural words girls' boys' babies' parents' teachers' women's men's children's people's mice's	Statutory Spellings Challenge Words length strength purpose history different difficult separate suppose therefore knowledge	Words ending in -ar/ -er calendar grammar regular particular peculiar popular consider remember quarter integer	Adverbials of manner awkwardly frantically curiously obediently carefully rapidly unexpectedly deliberately hurriedly reluctantly
Handwriting	Handwriting to be taught daily using spellings, HFW and dictation.					